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skilled teacher. The average teacher with an average class and trying, as is usually the case, to do some additional reading and learn a goodly list of irregular verbs would find the task difficult indeed. But this is no criticism of the book. It is not one to be raced through, and more time given to it will be well spent.

In short the reviser and publishers have given us in new and vastly improved form a long tested grammar that has been and can be used by all sorts of teachers in all sorts of classes. Older teachers will use it with fresh pleasure and younger teachers will be guilty of a sin of omission if they fail to become acquainted with it.

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A SPANISH READER with Exercises. BY WILLIAM HANSSLER, Louisiana State Normal School and CLARENCE E. PARMENTER, University of Chicago. 260 pages. Charles Scribner's Sons. 1920.

This new text, intended presumably for beginners, contains interesting reading material which is partly original and partly derived from Spanish and Spanish-American authors. In the latter case, the texts have been simplified and adapted to class use. The distinguishing feature of the book is its variety. The first part includes anecdotes and stories, old and new, almost entirely in dialogue form, which furnish good examples of simple, colloquial style. These selections lend themselves readily to conversational exercises, and the vocabulary is practical. The second part deals chiefly with outstanding incidents of Spanish-American history, important historical figures and industries of Spanish-America. The third part is devoted to brief sketches of Velázquez and Murillo, Lope de Vega, Calderón de la Barca, the romances of chivalry, Cervantes, *Don Quijote*, a résumé of the plot of *La vida es sueño*, and an abstract of Don Quixote's adventure with the wind-mills. The authors have displayed good judgment in the choice of topics offered. The volume is well printed, well bound and has attractive illustrations.

Each reading selection is made the basis for language study. The grammar is reviewed in a fairly systematic fashion by means of filling-in and substitution exercises and the questions are so arranged as to lead naturally to free composition, which is constantly emphasized.

Unfortunately the text is marred by a number of misprints, infelicitous expressions and mistakes, some of which may be noted here. The word *según*, pp. iv-v, in the sense of an 'extract from' is not good Spanish, and the same is true of *tomado*, p. v, used with the same meaning. *Equivale* should be replaced by *se aplica* in

the same phrase: *¿Qué palabra equivale a una persona que no puede hablar?* p. 6, l. 1. For *cuando los pone* read *cuando se los pone*, p. 8, l. 2. Other corrections are *cómo* for *como*, p. 30, l. 27; *Qué dijo la primera al revisor*, p. 33, l. 18; *muerta* for *muerto*, p. 39, l. 22; *Bajo qué condición*, p. 42, l. 6; *cómo* for *como*, p. 55, l. 30; *siguientes*, p. 60, l. 31; *silla de manos*, p. 181, l. 28; *cómo* for *como*, p. 183, l. 10; *fie* for *fe*, p. 188, l. 8; *del*, p. 192, l. 14; *se les heló la sangre*, vocab. p. 241, and *volverse loco*, 'to turn crazy,' vocab. p. 260.

The negative *no* is omitted in the phrase *El ratón más viejo dijo nada*, p. 44, l. 15; *antes de ayer* should be *anteayer*, p. 46, l. 30; the latter part of the *los paseos más hermosos no sólo de la América sino también de Europa* might read more logically *del mundo entero*, p. 76, l. 11. *No molestad*, p. 83, l. 29, is incorrect. Medellín is one of the important cities of Colombia, but Antioquia, not Antioquía, hardly deserves such a classification, p. 108, l. 15. The large commercial city near the mouth of the Magdalena is Barranquilla, not Baranquilla, p. 108, l. 17. Shakespeare and Cervantes died on the same date, but not on the same day, p. 193, l. 20. The phrase *No había caballo en el mundo* requires a dependent clause in the subjunctive, p. 196, l. 15.

The authors state that "words identical in spelling and meaning in both languages and a few words easily understood from the context have been omitted" in the vocabulary and that "students should be trained to be as independent of the vocabulary as possible." We can all subscribe to the latter statement, but we have a right to insist that all words which do not fall within these groups shall be included and that words having a somewhat similar form and different meaning in the two languages shall be included. On this basis, the vocabulary is both incomplete and defective. A few of the unjustifiable omissions are *por encima de*, p. 11, l. 3; *compra*, p. 19, l. 1; *vaya*, interj., p. 25, l. 5; *de una vez*, p. 39; l. 17; *registrar*, p. 39, l. 20; *asistir*, with the meaning 'to attend,' p. 40, l. 6; *con que* not *con qué*, p. 40, l. 15; *a ver!* p. 44, l. 29; *torpe*, p. 61, l. 19; *aguja*, p. 61, l. 22; *reponer*, p. 69, l. 13; *brotar*, p. 79, l. 28; *azotea*, p. 79, l. 30; *a nado*, p. 81, l. 5; *informe*, p. 110, l. 22; *sobre*, p. 126, l. 14.

We have a right to expect that a student should use his brain in translating a foreign text, but we cannot blame him for feeling helpless when he fails to find an explanation for new idioms in the notes or vocabulary, and when he discovers that the meanings given in the vocabulary are inadequate or ridiculous when applied to a particular sentence. Here are a few of the phrases included in this book which would prove unintelligible to a student if he were forced to rely upon the vocabulary. *Llueve cada vez más*, p. 9, l. 9; *traigo los hábitos blancos*, p. 12, l. 4 (*traer*, 'to bring, fetch, carry'); *a los pocos días*, p. 21, l. 1; *nota* should be translated 'bill,' p. 21, l. 1; *¿De qué te sirve?* p. 22, l. 24; *quería mucho a sus hijitos* (*querer*,

'to want, desire, will') p. 26, l. 18; *poner*, p. 39, l. 14; *ya la cure, ya la mate* (*ya*, 'already, now') p. 41, l. 20; *el hijo mayor debía quedarse con la mitad* (*quedar*, 'to stay, remain') p. 45, l. 4; and the translation of *desollar*, 'to skin,' applied to St. Bartholomew, seems hardly respectful, p. 49, l. 13. A student without the guidance of a vocabulary might translate *conveniente* by 'convenient' in the phrase *La economía es conveniente hasta en las cosas más pequeñas*, p. 63, l. 14. ¡Ojalá que fuera verdad! In the same way, *cuartel general* might be 'general barracks' and *templo mayor* the 'oldest church,' p. 79, l. 3 and 6.

To translate *Los fieles desembocaron*, we find the meanings *desembocar*, 'to flow, empty,' p. 103, l. 29, and the translation for *racimo* in the phrase *se despeñaban racimos de gente*, p. 104, l. 1, smacks of slang. *Irguiéndose*, p. 104, l. 11, is listed, but not the infinitive. *Dice en sus adentros*, p. 107, l. 6, is apparently to be translated 'He says in his innermost thoughts. *Galleta*, p. 114, l. 16, is merely 'ship biscuit,' but sometimes has chocolate icing. *Parecerse* is given no special meaning, p. 134, l. 28. We learn that Bello became acquainted with almost *todos los ramos del saber humano*, and *ramo* is translated 'bouquet,' p. 144, l. 26. *Romance*, p. 171, l. 17, should be entered in the vocabulary with the meaning 'ballad,' and the title of Lope's play *El perro del hortelano*, p. 171, l. 20, should be translated. To translate the phrase *Ponte en oración en el espacio que yo voy a entrar*, p. 199, l. 6, we find the misleading entry, *espacio*, 'space, place.' Special attention should be called to archaisms such as *dél*, p. 178, l. 3; *deste*, p. 179, l. 25; and some explanatory notes should accompany the passages taken from *La vida es sueño*.

With a corrected text and complete and accurate vocabulary this new Reader will undoubtedly find many friends.

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